



Principal Carol Hesselman presenting Holy Cross

High School graduates

Photo: Francis Mitchell

EDITOROD

Area School District

Report to the People



SUMMER 1980

ris, Wayne, Johnnie the pilot, Freddy and Rachel flying their airplane around Telida.

Photo: Francis Mitchell

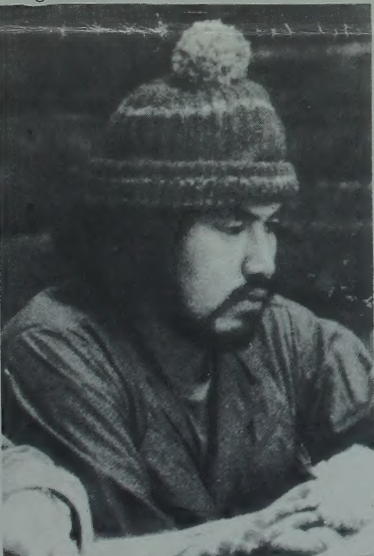
SCHOOL BOARD SHIFTING TO NEW

Following statehood, rural schools in Alaska were operated by the State Operated School System (S.O.S.). During the earliest days of S.O.S., school policy and direction came to rural schools from the Department of Education in Juneau and, later, in Anchorage. Although some advisory groups for local schools may have been referred to in a community as "the school board", there were no real school boards.

A real school board makes legally binding decisions for schools, school boards setting policy which must be followed by all employees. The school boards' responsibility and power is based on laws passed by the legislature, in Juneau.

Real school boards came into existence in rural Alaska in 1976 because the legislature had made a law which transferred control of rural schools from Juneau to 21 new districts. Rural Educational Attendance Areas (REAs) were mapped out by the lawmakers and they decreed that each REAA was to have a school board, elected by citizens who live within that REAA.

Iditarod Area School District is one of those REAAs and its seven member school board has some positions up for election each fall. **The current School Board members are: Ray Collins of McGrath, Chairman; Ken Chase of Anvik, Vice Chairman; Jeff Stokes of Nikolai, Secretary-Treasurer; Betty Johnson of Holy Cross; Ernest Holmberg of McGrath; Henry Deacon of Grayling; and Arnold Hamilton of Shageluk.** Arnold Hamilton was first elected in the fall of 1979, when his father, Adolph Hamilton, chose not to run for re-election. All of the other Board members have served since the original elections in 1976.



Arnold Hamilton, Shageluk

Lisa Demientieff of Holy Cross High School is a non-voting student representative on the Board. She has attended nearly every board meeting since she was appointed Student Representative in the spring of 1979.

When these eight people meet each month, the Superintendent presents them with many different types of questions for decision. They talk about architects, buildings, curriculum, dissatisfactions, evaluation, finance, graduation requirements, hiring, insurance - just about anything that enters into the operation of schools.

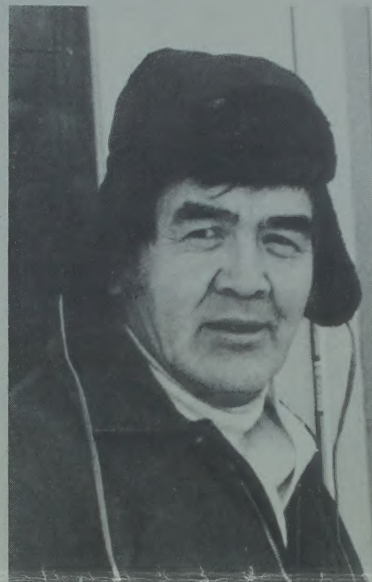
Among the Board members there seems to be agreement that their time is too much involved with some topics. Ernie Holmberg says he is "frustrated by so much to do and we really don't have time to do it. Maybe we are taking care of too much detail. We have to fall back and look at what we have already accomplished and give some new direction...maybe re-define our goals and objectives."

Ray Collins, the Board Chairman, expressed some of the same feeling, "I have a sense of frustration about responding to outside pressures so much, rather than being able to work more on internal development. It seems like we

are always juggling to keep things going. We get done with one year's programs' requirements and we start on the next year's."

In spite of the overload that Board members are feeling, they seem to share a strong pride in the accomplishments of the young School District. Ernie Holmberg even goes so far as to say, "I think Iditarod Area School District has the reputation as one of the most successful REAAs in Alaska."

Betty Johnson said when the REAAs were formed she was disappointed that Holy Cross was placed in the District with McGrath rather than Aniak, but she says, "Now I've changed my mind and I'm glad we are in the district with the upper Kuskokwim villages. I think we've come a long ways."



Henry Deacon, Grayling,

What has been commanding most of the Board's attention during the past year? And, where do members want next year's Board energies to go?

Unanimously, the Board members think that construction questions have absorbed most of their time. Jeff Stokes explains, "Some of the people we dealt with felt they could do some not-so-good construction in the Bush, that there was a lot of easy money, and we have had to make it clear that we must have quality school buildings for the money."

According to Ray Collins, another matter which took much of the Board's time in the fall were school finance meetings and controversies at the State level. In his opinion the outcome was a happy one, "It looks like with passage of Senate Bill 199, school finances will be in good shape for the next two years and we can turn our attention more inward."

What are likely to be the internal issues which will capture Board attention?



Ernest Holmberg, McGrath

CURRICULUM

Ken Chase thinks that curriculum development will "take a lot of time and work." He sees the challenge as making curriculum simultaneously "compact, but offering a lot of different areas."

It is the consensus of the Board that curriculum development will be the primary issue for the year future. Naturally, individual members have their own priority concerns within the broad area of curriculum. Betty Johnson wants the District to keep close track of how well students do in any class they take, so that problems can be handled early.

SPORTS

Henry Deacon is anxious that the District develop a good sports program for the coming year, anticipating the use of the new gymnasiums in Grayling, Shageluk, Anvik and Nikolai.



Ray Collins, McGrath

EDUCATIONAL GOALS

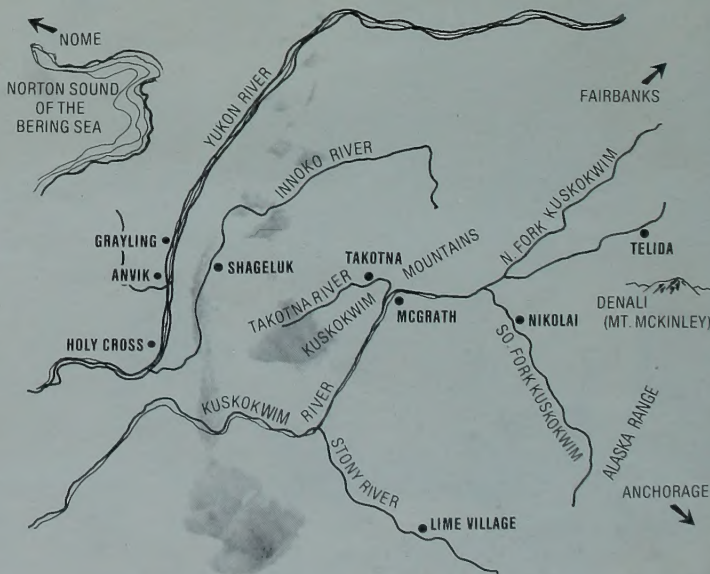
Ray Collins wants to see the Board set some educational goals for the next year in regard to curriculum development and program improvement.

BUDGETING

A second commanding issue, according to Jeff Stokes, will be money - how to make it meet the needs of the District. Despite Ray Collins' report that State financial controversies are satisfactorily resolved for the time being, there remains the problem of budgeting for the many aspects of school operation. Jeff Stokes cites the current construction of larger facilities, inflation and expanded maintenance efforts as key factors to be faced as the Board considers funding for improved curriculum.

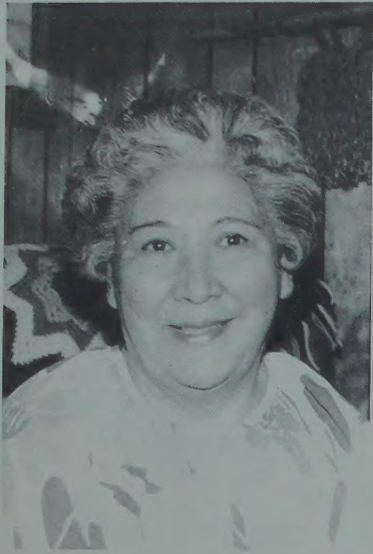


Jeff Stokes, Nikolai



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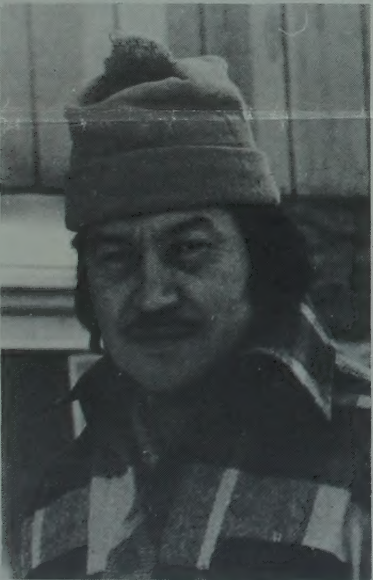
TOPICS



Betty Johnson, Holy Cross

COMMUNITY SCHOOL COMMITTEES

Curriculum and finances should be tough enough topics for the coming year, but the members seem to be echoing one another on still one more predicted issue, the role of Community School Committees. This will probably be welcome news to the CSC members who met in the past and submitted proposed policies about CSC role to the Board. In view of some recent controversies in regard to personnel, several Board members view this as an issue of increasing importance.



Ken Chase, Anvik

How is the Board doing as a group of people? Ray Collins responds, "I'm pleased that the Board continues to work together very well. After four years of operation there is still a good sense of harmony and members have continued their commitment to improving education. I haven't seen any emergence of factions or power plays on the board." Betty Johnson adds, "I don't know what we'd do if we lost Ray. He always makes things go so smoothly, even if we are in a tight spot."



Lisa Demientieff, Student Representative

THANK YOU!

Many, many individuals and organizations not directly affiliated with the Iditarod Area School District helped with various school related needs, projects, and activities during 1979-80. The following is a partial list of those we would like to thank: SENATOR JOHN SACKETT and REPRESENTATIVE VERNON HULBERT for doing their best for IASD in the legislature; the board and staff of TANANA CHIEFS CONFERENCE for help with resolutions, greenhouse projects, staff time in Holy Cross and program funding; the board and staff of DENA AKA for including us in summer camp planning, winter youth experience projects, etc.; many excellent staff members of the DEPARTMENT OF EDUCATION and the DEPARTMENT OF TRANSPORTATION AND PUBLIC FACILITIES for advice and assistance; President JAY BARTON of the University of Alaska for his efforts in behalf of rural education and his personal interest in IASD; the UNIVERSITY OF ALASKA, Fairbanks, for student teachers, including us in grant proposals, financial advice, help with in-service, new teacher hires, etc.; the UNIVERSITY OF ALASKA—RURAL EDUCATION AFFAIRS for assistance with post-secondary planning and services; GALENA LEARNING CENTER for courses for staff and students; the Bethel and McGrath-based STATE TROOPERS and the BETHEL COURT SYSTEM for helping us in serious situations; State Nurse DIANE KETELSEN of McGrath for help with student and employee health needs; the MCGRATH SOCIAL SERVICES office and the MCGRATH-ANVIL COMMUNITY AND FAMILY SERVICE organization for service to students and employees in time of need; the CITY OF MCGRATH, MCGRATH FAA/WEATHER BUREAU AND AIRPORT MAINTENANCE SHOP for technical help, use of facilities and equipment; the MCGRATH NATIVE VILLAGE COUNCIL for help with student projects and health aide service; KUSKOKWIM VALLEY RESCUE SQUAD for EMT training and service; NORTHWEST ARCTIC SCHOOL DISTRICT (Kotzebue) for business advice and sharing personnel; ALASKA HUMANITIES FORUM for help with grant preparation and funding; ALASKA STATE COUNCIL ON THE ARTS for bringing artists to IASD; INSTITUTE OF ALASKA NATIVE ARTS for assistance and publicity; RURAL YOUTH DEVELOPMENT CORPORATION and MITCH DEMIENTIEFF for help with vocational education and Presidential Classroom projects; the BUREAU OF INDIAN AFFAIRS for advice and assistance on Grayling and Shageluk; the LOCAL CORPORATIONS and CITY COUNCILS in Anvik, Grayling, Nikolai, Shageluk, and Takotna for help with land conveyance and construction projects; DOYON INC. for help with land conveyance; ALASKA STATE LIBRARY for top-notch library and videotape service; DEPARTMENT OF COMMUNITY AND REGIONAL AFFAIRS for help with CETA projects; IDITAROD TRAIL COMMITTEE for help with IASD's winter survival camp; TATALINA AIR FORCE STATION and RCA for services provided to Takotna School; MCGRATH VOLUNTEER FIRE DEPARTMENT for saving a school; ALASKA STATE SCHOOL BOARD ASSOCIATION and BOB GREENE for advice and representation; Y.K.H.C. in Bethel for first aid instruction and classroom materials; NEA/ALASKA for teacher recruitment and advice; the ALASKA PUBLIC BROADCASTING COMMISSION and D.O.E. OFFICE OF TELECOMMUNICATIONS for technical help and being responsive to rural T.V. programming needs; KUSKOKWIM NATIVE ASSOCIATION for JOM services in Lime Village; the many private BUSINESSES, AIR TAXI SERVICES and VENDORS who have donated money, services and merchandise to various student activities; and last but far from the least, the many PARENTS and VOLUNTEERS who helped sponsor and conduct CSC, school and student activities in the various schools.

Thank you on behalf of the Iditarod Board, CSC's, staff and students of Iditarod Area School District.

Jim Zuelow, Superintendent

SUPERINTENDENT'S STATEMENT

By James F. Zuelow

Several important things happened in 1979-80 that made me feel particularly good about working for you and with the Iditarod Area School District:

* Probably most important, our standardized test results showed that Iditarod Area students' rate of academic progress this year was greater than that expected for students nationwide.

* A three-year effort to bring University of Alaska services to the Iditarod Area paid off to the extent that the University has agreed to start a half-time learning center in McGrath and a full-time X-CED (Cross-Cultural Educational Development) program in Holy Cross. The McGrath Center will help residents study particular subjects that interest them and learn skills to help qualify them for better jobs. The Holy Cross X-CED program will enable more area residents to eventually become teachers in their own schools.

* More students stayed in school and studied a wider variety of courses than ever before.

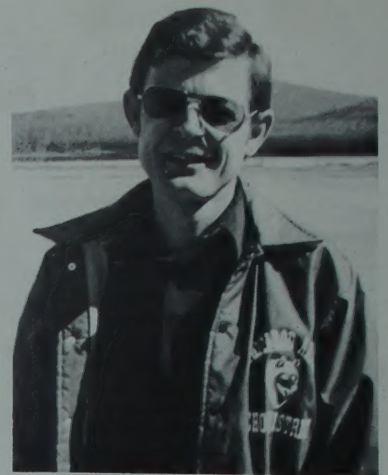
* All Iditarod Area schools began using computer assisted instruction so as to better prepare students for the business world of today and the everyday world of tomorrow.

* The district came very close to having a 50-50 ratio between male and female administrators, including local school administrators—a long term goal of the district affirmative action program.

"SCHOOLS SHOULD BE PLACES OF OPPORTUNITY"

* New school facility construction projects are in various stages of completion in Anvik, Grayling, Nikolai, and Shageluk.

* The Alaska State Legislature and Governor Jay Hammond recently ap-



proved an appropriation of \$550,000 for various code-upgrade projects in the IASD schools starting this summer and \$1,250,000 for the construction of a media center/library, storage and office center in McGrath that will serve all nine district schools—another effort that was started three years ago.

Many other 1979-80 happenings in the Iditarod Area School District are described elsewhere in this report—including some of the tough issues we face.

The District Board and staff have been at work for some time now preparing for the coming school year. The Iditarod Area School Board has targeted curriculum improvement and development as their number one objective in 1980-81. Plans to reorganize and improve various business and administrative functions are also being implemented at a steady pace.

I feel confident that with your con-

tinued help and advice, we will be able to continue to improve the quality of education so that Iditarod Area schools become known as places of opportunity for students, the broader community and those who work in and for them.

TERRY CHASE



Assistant Superintendent Terry Chase is known for his ability to cut through the complexities of a modern educational system. Terry's time and residence are on call day and night for the administrators, principals, teachers and Board members of the District. Assigned by Jim Zuelow to directly supervise the Principal Teachers of all the schools, Terry's reputation was summarized by Phil Graham, the Principal Teacher at Lime Village, "You can always count on Terry to come through."

By disposition and by the nature of his assignments, Terry's work is focused on District needs and operations. He is the Director of Vocational Education,

supervises maintenance planning and coordinates student educational travel. Besides these and numerous other detail tasks, Terry helps the Superintendent with overall management of the District.

When asked which part of his work causes the most loss of sleep, Terry replied, "Meeting community expectations, especially with personnel. Communities did not used to have any say in things - they do have that now and sometimes I think they test us. But, that is alright. We can stand to be tested, and it helps keep us honest. We need the ideas and support of everyone."



Photo: Tom Johnson

Among the nine schools of Iditarod Area School District, Anvik is a "mid-size" school. With thirty students and four certified teachers at Anvik, only Holy Cross and McGrath Schools outsize it. All the grades, one through twelve, are in three and a half rooms of one building, situated on the flood plain in the lee of Anvik Hill. But up the hill, in the Spruce trees, a new school is gradually taking shape. At least, to everyone in Anvik the construction seems gradual. Carl Jerue Sr. who serves on the Community School Committee talks about the time when the school will be completed, "When we get the new high school, there will be a lot of things going on here - volleyball, basketball, and travel to other schools. In the CSC meetings we are talking about getting money for students to travel for sports next year."

The Principal Teacher, Chuck Bissonnette feels that next year's school has had significant effect on this year's schooling. "A thing which has given a certain texture to this year has been the anticipation of the new school, looking forward to the use of the gym and more space."

School events this year have tended to strengthen the past pattern of inter-school contacts among the four Yukon River schools of the District. On March 22, Anvik hosted a cross-country ski meet with Holy Cross. Then, a week later, Anvik skiers traveled to Shageluk for a meet there. Cross-country skiing is a mainstay of athletic exchange along the Yukon and Innoko Rivers, but student mushers also entered this year's new dogsled races in the area. **However, the prospect of a gymnasium and the additional sports activities that will afford seems to promise even stronger ties among the four schools.** Chuck

Bissonnette points out that in a small school, like Anvik, organized sports are an opportunity for everyone to take part, unlike sports in city schools where only a few students can be on the starting teams.

Historically, Anvik has been a "cross-trails" of the area. The earliest Russian traders came into the Yukon River area from the Bering Sea coast by descending the Anvik River. Before that Eskimos from the coast came through Anvik to trade with the Athabaskan Indians of the Western Interior. Today, on a smaller geographic scale, Anvik is the center village among the four school communities. Perhaps this heightens the community's desire to occupy and use the new facilities for improvement of competitive skills and for hosting their neighbors.

A number of the students compare their schooling at Anvik with school experiences in Anchorage or other places. Compared to the other villages, a greater share of the Anvik students have gone to school elsewhere, in larger schools. While these students appreciate the more homey atmosphere and individual attention of schooling in Anvik, they miss the greater variety of courses and friends available in city schools. The new high school building promises more class options and more socializing with neighboring villages.

This year's high point for most of the upper elementary students was their trip in May. They began planning the trip with their teacher, Tom Johnson, early in the year and included Fairbanks, Anchorage, Seward, Homer, and even Whitehorse in the Yukon Territory of Canada in their tour by motor home.

In the fall, two of Anvik's high school students, Marilyn Chase and Lorraine Maillele, were selected to be student

MANY GRANTS - MUCH WORK

Administrators of the many educational money grants in Iditarod Area School District find that much of their work time is absorbed in the completion of report forms, preparation of grant proposals, checking of student enrollments and documenting decisions by various groups. There seems to be a consensus among these administrators that the amount of formalized paperwork is constantly increasing.

This paper load overflows onto the Principal-Teachers. They must compile the original information which is then collected by the administrators. Sarah Hanuske Hamilton, Principal Teacher at Shageluk, catalogs the paperwork she is expected to complete, "Reviewing mail, employee time sheets, monthly attendance reports, report cards, class schedules for each person and daily attendance reports and recaps for each person - repeated for each of their classes, Indian Education enrollment lists, Vocational Education reports, minutes for CSC, Title I, JOM and Indian Education meetings, filling out supply purchase requests, checking on orders not received, checking computer printouts on expenditures and budget, responding to Department of Education Surveys, hiring forms for other employees, notices of CSC meetings, Special Education forms and parent sign-offs, and CSC review and signature of many forms."

Virginia Juettner, District Curriculum Director, administers many programs: Bilingual/Bicultural Program, Boarding Program, Artists in the Schools, Program Home and the new "Title IV In-Service" grant. In addition, she is responsible for making reports to the State in regard to student attendance, school calendars and Public Law 874 - Federal Impact funding.

Virginia has found that the greatest amount of her time has been taken by this reporting and by on-site visits to the schools to assist the Principal-Teachers with their part of the paperwork process. She helps them with student records, supply orders, planning their schedules and makes curriculum suggestions.

The Bilingual/Bicultural Plan of Service

is required of Alaska school districts as a part of the legally binding Law Compliance Plan. Virginia prepares this service plan and then monitors it to assure it is being fulfilled. For example, a periodic language assessment must be made for each enrolled student to determine Native language speakers and those whose use of English is affected by a second language.



Virginia Juettner, Curriculum Coordinator

A Title IV In-Service grant of \$115,620 for in-service training of staff was received this spring. Virginia wrote the proposal for this grant which will fund workshops, teacher exchanges, participation in conferences and a coordinator.

Virginia says that the purpose of these training events is to improve the learning climate for students from homes where someone speaks a language other than English, or for students who may mix English vocabulary and the structure of another language.

Sometimes the many grants, programs and paper reports tend to obscure the day-to-day teaching performed by school staff. Virginia, who more than anyone else deals with the documents demanded by government agencies, sees behind the stacks of papers to where learning is happening and says, "The District is fortunate in having an excellent teaching staff with real concern for students and their parents."



Randy Chase during Anvik School trip. Photo: Tom Johnson



Anvik

representatives of the District at the State Bilingual Conference in Anchorage. These two girls were selected because of their commitment to Bilingual studies at their own school.

During April and May, five younger high schoolers, who have not previously traveled Outside, drove down the Alaska Highway with Bissonnette to visit as far as Yellowstone National Park.

Anvik enrollment: 25

Permanent Staff (3/31/80):

Charles Bissonnette, Principal Teacher

Thomas Johnson, Teacher

Donna MacAlpine, Teacher/Materials Developer

Cheryl Savenko, Teacher

Agnes Demoski, Special Ed. Aide

Wilson Maillele, Maintenance/Custodian

Margaret Richardson, Cook

Christine Ticknor, Title I Aide

Pricilla Wood, Bilingual Instructor

Angela Young, Title I/Preschool Aide

GRAYLING HIGH SCHOOL IN TRANSITION



Work-study students Vicki Maille and Carol Deacon helping with Grayling pre-school class, funded by T.C.C.

In Grayling, the Iditarod Area School District operates a ninth and tenth grade High School. The elementary school is run by the Bureau of Indian Affairs. As with most of the communities in the District, a local high school program did not exist until four years ago. During the

four years since the Molly Hootch lawsuit forced establishment of village high schools in Alaska, Grayling High has been housed in the two story log mission building leased from the Episcopal Church. Certainly this has been one of the most "homey feeling" school build-

ings around...probably because the kitchen and the second floor have served as home for the Principal-Teacher's family. But there is more to it than that; the floor plan is more like a home than a school and the big logs are more "friendly" than manufactured sheetrock. They also seem to be warmer. The drum type stove in the basement uses only about seven cords of wood each year to keep the place warm.

But the time has come for students to move to a new building. By this fall the new high school and multi-purpose room near the BIA elementary school will be completed. In spite of the hominess and warmth of the mission building, some things were seriously lacking. For the teacher's family, privacy was lacking. For the students, space and the freedom to use the whole building was lacking. For education, separate study areas, shop facilities and a gymnasium were lacking.

Nevertheless, each student in his or her own way has been able to study all of the required subjects - and more in

the log school. Joyce Shales, the Principal Teacher, has encouraged students to be responsible for their own learning, to spend more time on one subject while it interests them and to balance effort on other subjects at a later time. Some students have concentrated on specialized knowledge such as health, small engine repair or computers. Seven of the students have gone beyond the packaged learning activities of the school's mini-computer and have been learning computer programming.

The "Ken Cook" small engine courses which afford opportunity to actually work on machinery have been especially popular at Grayling this year. Students' own chainsaw and snow-machine engines have been the practice units. The kids get their machines running, learn mechanics and gain a concrete sense of personal achievement.

Whenever rural high schools are discussed the connected problems of limited number of subjects and too few specialized teachers are raised. Grayling High School has had its own experience with this issue. At the beginning of the year, five students left the village to enter a larger, more departmentalized high school program. By the time the year was half over all of them were back in Grayling, going to school there or they were on correspondence study. Students missed their families, found it difficult to adjust to a different non-Native set of rules which they found in their boarding homes, and they sometimes felt out-of-touch with students who were well established in the larger school.

Returning to Grayling did not always resolve all of the problems of educating these young people. Five more people put a sudden strain on the space and the staff. More seriously, some of the kids who had displayed enthusiasm for study the previous year now seemed uninterested. On the other hand, some re-joined Grayling High with a new, more positive regard for the small home-village school.

Grayling enrollment: 10
Permanent Staff (3/31/80):

Joyce Shales, Principal Teacher
Martha Maille, Special Ed. Aide
Rose Maille, Bilingual Instructor
Clinton Shales, Voc. Ed. &
Correspondence Aide
Margie Walker, Community Ed.
Coord./Corresp. Aide

COMMUNITY EDUCATION

Community Education, as a special program in the District, has always depended on "patching together" money from several places. This year, CETA funding for several local Community Education Coordinators ran out because the coordinators had been on CETA as long as rules allowed. Besides that, the State appropriation for Community Education remained very small. Consequently, the School District used some of its other funds to keep coordinators working part-time. Nearly \$17,000 of the \$20,000 State Community Education grant was allocated by the District Board directly to village Community School Committees.

In Anvik, the CSC decided to use their funds for summer water safety and recreation, using some of it for instruction and some of it for life vests, "so they can go into the program in some depth," says Laura Bernhard who heads the Community Education program for the District.

Shageluk used their funds to help out with the expenses of the Spring Carnival. Bella Hamilton, a recent student of Shageluk High School, was employed to coordinate the carnival planning. Laura reports that Bella did an excellent job.

Takotna's funds are going into community beautification, chosen as a long-range project by the CSC. This year's phase is planning, organizing and village clean-up.

As before, it will be necessary to combine with other funded activities in order to make Community Education happen next year. Laura and Irene Anderson, her assistant have been stressing this coordinated planning when they meet with CSCs and they report that the response has been "great!" For example, Grayling and Anvik have decided to fund adult music instruction with Community Education funds, making double use of the instruments which are being purchased for those schools' supplementary music classes.

INDIAN EDUCATION ACT AND JOHNSON O'MALLEY

Programs For Special Needs Of Native Children

A total of \$170,000 is received by the District for the special needs of Native children. This "Johnson O'Malley" and Indian Education Act funding is appropriated by the Federal Congress. Its use within the School District is decided by parent committees in each village. In most cases, the locally elected Community School Committees serve as these parent bodies.

Laura Bernhard, who supervises these programs in the District, states that the parent committees have been called upon to do more detailed planning for next year's projects. In addition to selecting activities and setting priorities, the committees are working on goals and objectives for each of these activities. To Laura, "It seems the CSCs were very ready to move into these actions. Their planning for next year has been excellent."

Irene Anderson, who assists Laura with these programs, noted that there seems to be a trend toward the use of J O M and Indian Education money for music instruction. Another emphasis in the plans is village leadership and Native land claims classes. Tanana Chiefs Conference will make available a course on understanding and management of environmental systems.

These special funds, and the awarenesses they generate seem especially important in Iditarod Area Schools where about 85% of the students are Alaska Natives. However, non-Native students also gain from the courses, learning more about the history, values, and economics of the cultures of this area and the state in which they live.



Grayling



When asked the question, "Why go to school?", Kenneth MacAlpine, a Holy Cross student, gave several answers: "...if we didn't, our folks would get in trouble; in twenty or thirty years nobody would know how to run the economy; teachers would be out of a job; school districts wouldn't need to be - and neither would school district papers, so we probably wouldn't be writing this."

FOUR YEARS AT HOLY CROSS HIGH

Deane O'Dell has been teaching high school in Holy Cross since 1976, when Iditarod Area School District commenced operation. An 11th and 12th grade program for Holy Cross was also new that fall. Before the "Tobulek Decree" which required village high schools, the students from Holy Cross had gone elsewhere to various boarding high schools. This spring Deane O'Dell organized the graduation ceremonies for the seven students who are four-year veterans of Holy Cross High. These eight people, students and teacher, and some older students began 1976 classes in an old two-story structure. In the fall of 1977 they moved to another old house, but by March of 1978 they were in the brand new high school, the first "Tobulek Decree" building completed in the State.

Now, three buildings, three principals and four years after that 1976 start, Deane reflects. "Holy Cross High, you've come a long way! Students come to learn now. Dropouts are decreasing. Discipline is not a problem anymore. More students are going to college. The CSC is looking at real concerns of the school and is working with the teachers on curriculum development."

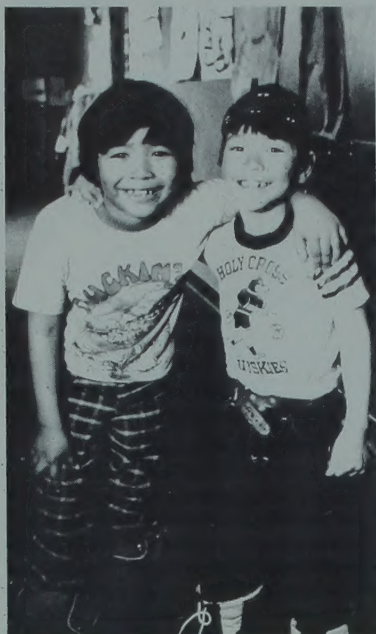
Martha Demientieff, a member of the Community School Committee, has similar reactions, "I feel so good about what is happening now. Teachers and CSC are talking together about curriculum. There seems to be such a good feeling in the school this year."

One of the boarding schools which used to receive Holy Cross students was Copper Center. Pat Frank, President of the Native village corporation and a school counselor in Holy Cross, attended school at Copper Center. According to Pat, Copper Center's classes were more suited for college and professional preparation, but the high school in Holy Cross has the advantage of directly involving the parents in the planning and operation of their children's education.

At this year's graduation ceremonies the parents of each graduate presented that person's diploma. It seems unlikely

that there would have been as many high school completions if students had not been going to school in their home community with the comfort and support of family and friends.

When asked about the highlights of this school year, more students named basketball than any other topic. The "Mighty Huskies" are "number one on the Yukon", according to Holy Cross folks. The team's 11 win - 2 loss season gives much weight to this claim. Matt



Robbie King and Shawn Frank

Weaver, the varsity coach, points out that this is truly remarkable when we recall that this was only the second year for a gym at Holy Cross.

In March, an Elder's Conference was held at Holy Cross School, hosted by the people of Holy Cross and funded by the Alaska Humanities Forum, through the School District. Both teachers and students listed this gathering of elders from Yukon and Kuskokwim villages as a highlight of the year. For three days students helped, listened, and video-

taped as their elders recounted and reunited. Deane O'Dell said, "The way the students handled themselves during the Elder's Conference renewed a lot of outsiders' faith in the youth of our village."

The 1979-80 school year, under the principalship of Carol Hesselman, seems to have been a year of unity and maturity for the school. **Sergie Edwards, one of the seven graduating seniors said, "Going to school here at Holy Cross is like going to a warm and welcoming house. The teachers are all A-O-K and the students are all very bright."**

Holy Cross enrollment: 73

1980 Graduates:

Edward Deacon

Edward Deck

David Demientieff

Luke Demientieff Jr.

Sergie Edwards

Ignatius Gregory Jr.

Gerald Turner Jr.

Steven Schultz

Permanent Staff (3/31/80)

Carol Hesselman, Principal

Jane Billiet, Substitute Teacher

Michael Greer, Teacher (on leave)

Sandra Greer, Teacher

Marc Miller, Teacher

Deane O'Dell, Teacher

Louis Schultz, Teacher

Judith Tralnes, Teacher

Matthew Weaver, Teacher

Mary Ann Anthony, Title I Aide

Kathy Chase, Community Ed.

Coordinator

Judy Demientieff, Instructional Aide

Mary Demientieff, Cook

Pat Frank, Student Counselor

Vaska Gregory, Maint / Custodian

Oscar King, Custodial Assistant

Yvonne King, E.C.D. Preschool/

Title I Aide

Genevieve Newman, Bilingual

Instructor

Rose Newman, Special Ed. Aide

Axinia Peters, Bilingual Instructor

Diane Richards, Clerk/Typist

Margaret Richards, Title I/

Instructional Aide

Mary Sims, Special Ed. Aide

STUDENTS DO

How well are kids doing in school? That is the basic question which parents ask themselves, their children, and teachers.

Because progress in learning basic skills is judged by most people to be an important criterion, or measure for judging schools, much has been done to develop ways of measuring this progress. One of the most widely used methods is "standardized testing". Standardized tests are carefully prepared questions and problems which have been given to students all over the country. The results of the tests are compared to each other and national averages for students in each grade level are computed. Then, any school can give the tests and compare the progress of students with other students in the nation. In part, this tells how well a school or particular class is doing at teaching basic skills, compared to other schools in Alaska and nationwide.

Iditarod Area School District uses a standardized test, the Metropolitan Achievement Test, each fall and spring in all grades. Government agencies which provide some of the special funds to the District require standardized testing. Besides, it is one way for the District to check on itself.

This year, between the fall of 1979 and the spring of 1980, the test results say that the students in the District made more progress than most kids in the nation who were in the same grades.

The final computer print-outs won't be back to the District until summer or fall, but Mike Baumgartner, who supervises standardized testing for the District, has analyzed test scores and reports, "Students have made more than a year's progress in a year's time." Mike has his own ideas of the main reason for this apparent success, **"I think it is the low turn-over of teaching staff this last year.. the teachers knew the kids and they were very good teachers. The new teachers this year were also very capable."**

Do these standardized test scores tell us how well the kids are doing in their schools? They apparently tell us that the schools are doing well at teach-

ADULT EDUCATION AND UNIVERSITY COURSES

Formal education for adults will soon be happening on a regular basis in the IASD area. Already, Adult Basic Education classes are fairly well established in several villages, and by this fall, other adult classes will also be offered on a regular basis.

Shortly after IASD Community Education became operational in 1977, it succeeded in arranging for Adult Basic Education classes in many communities. Adult Basic Education has continued, with several interruptions since that time. Funding for ABE has come at different times from different sources - Adult Learning Programs of Alaska, Dena Aka, and Tanana Chiefs Conference. In fact, the School District has been official sponsor of ABE only some of the time. Currently, it is a Tanana Chiefs program.

Vicki Keele has supervised ABE in the area since January of 1979. It is largely due to her commitment and the willingness of local instructors to put up with the "stop and go" jobs that the program has survived the several times that one sponsor or another was unable to keep it funded.

University classes have taken longer to get started in the area. During the past year several courses have been offered in McGrath by arrangement with the Galena Learning Center of the University of Alaska. Now, the University's Rural Educational Affairs division has been able to secure funds

for a McGrath Learning Center, employing Ray Collins as a half-time coordinator, arranging for a continuing schedule of adult-interest courses to be taught.

Another type of University program, X-CED (Cross-Cultural Education) will be extended to this area by fall. Holy Cross will be the site of X-CED's newest field center. This program has demonstrated success in training people to be effective teachers in rural Alaskan schools. Because X-CED educates people in their own community it will now be possible for residents of the District to get a college degree and teaching certificate without moving away from their village. This is especially important for a number of classroom aides who want to become teachers in their own schools.

A lot of District effort has gone into bringing these two University programs to Iditarod Area. Katherine McNamara, Post-secondary Coordinator for IASD, arranged for the University classes which took place this past year, encouraged University President Jay Barton to visit the District, and met frequently with REA and X-CED officials to encourage the placement of programs in this area. Also of critical importance was the backing from members of Community School Committees and potential students who pressed for these programs.



Holy Cross

WELL ON STANDARDIZED TESTS

ing basic skills to most students.

But, different people want different things from their school. Some want school to be a place that makes kids curious and eager to learn. Some want school to make kids feel good about themselves and learn things that interest them. Some want their kids to learn to recite memorized facts. Some think school should be the place to teach strict discipline. Nearly everyone wants school to teach kids basic subjects like reading, mathematics, writing, science and social studies. So, answering how well someone is doing in school depends on what they or their parents want them to get out of school.

But, that isn't all. Even if you know just what kind of benefits you want

school to provide, it is usually pretty hard to measure the results. People usually consider more than test results when they judge student progress. Parents and friends notice the child's habits, reading interests, math ability and conversation when they are out of the classroom. They notice how the kid feels about going to school, especially if they want the child to be a learner. Of course, parents also notice the ideas and attitudes that the kid picks up at school and this affects how they judge the schooling.

There is no simple way of really telling how students are doing at school. In the end, progress is defined differently by students, parents, teachers, neighbors or employers.



Participants in February Workshop for Title I and Special Ed. Instructors

TITLE I AND SPECIAL EDUCATION HELP GIVEN SOME STUDENTS

Two programs in the District help students who have special needs and interests.

"Title I" is a program for students who can benefit from extra help with reading and mathematics. It is supervised by Mike Baumgartner, who also is responsible for providing Language Arts assistance to schools. By approval of the Title I Parent Committee, all of the \$104,000 received from Title I goes to helping the younger students, those who are in pre-school through the eighth grade. Most of the money is used to hire local aides who can give extra time and attention to the Title I eligible students. The decision to concentrate efforts on the lower grades is explained by Mike, "It is easier to prevent learning problems by working with them in the lower levels than to try to overcome problems in high school."

Much of Mike's time this year has been spent in support of Early Childhood Development classes for pre-schoolers. New classes for these little ones were started in Nikolai and Telida. "Asper Folta", a consulting firm in Haines, Alaska, has given much assistance with materials and methods for those classes and the ones in Holy Cross and Anvik.

The other special program is called Special Education and is directed by Dan Shanis in McGrath. On the Yukon River side of the District, Candace Waruch supervises Special Education. Again, the money, \$117,000, is used mainly for hiring local aides. However,

with Special Education, each of the eligible students must have a carefully developed "Individual Education Plan" that is agreed to by one of the Special Education teachers, a parent of the child, a regular teacher, an administrator and sometimes other specialists. Special Education help extends into the high school level.

To qualify for Special Education a student must either have a vision or hearing problem, a mental handicap, a learning disability or be gifted or talented. Learning disabilities are emotional or perceptual problems which hinder a person's ability to learn reading and mathematics. A gifted student is one whose performance is far ahead of his or her classmates. The gifted students are helped by setting up advanced and challenging activities for them. About one-third of the Special Education grant is for the gifted students.

Because classroom aides are at the heart of both programs, they were involved in two training workshops during the past year. In October, they participated in the general District workshop in Holy Cross. During February, they attended a special workshop in McGrath. Students receiving the help of these special programs scored very well on this year's standardized achievement tests. Mike Baumgartner credits the aides, "There has been very little turnover of aides so they are becoming more skilled - and it shows with the kids."

LIME VILLAGE STUDENTS LEARN ABOUT SEVERAL WORLDS



Wassilie Macar Jr., Chris Macar, & Virginia Smith

In Lime Village, two certified teachers divide responsibility for two groups of students. Phil Graham, the Principal Teacher, instructs the junior high and high school levels. Virginia Smith, who like Phil Graham, has a seven-eighths time teaching contract, teaches the First-Graders. There are no students in the grade-levels between those two groups. All students attend classes in the same one-room school.

Among the villages of Iditarod Area School District, all of which are very remote from roads and cities, Lime Village is one of the most isolated. Until 1979, when an improved runway was built, the once a week mail service and all other aircraft landed on the Stony River gravel bar in front of the village. Fuel oil for the school generator is flown in by small aircraft, then transferred to the school in fifty five gallon drums, hauled on dogsleds. Besides English, **The people of Lime Village speak the Tanaina Athabascan language, a different Native language than is spoken in any other village of the District.**

It is surprising that students from such a remote location have had as much exposure to other places as have the group of older students. This year, after saving travel funds for two years, these junior high and high school students traveled with their teacher and a chaperone, Emma Alexie, to Mexico. In the spring of 1978, the older students spent a couple of weeks in the Seattle area.

Classwork includes much emphasis on happenings far away from Lime Village. The 1980 presidential primaries have been a continuing study topic, leading to detailed discussions of national issues and school bulletin boards filled with news magazine articles about the 1980 campaign.

For many places in rural Alaska dogsledding is a reviving activity. **In Lime Village there has never been an interruption in the use of dogsleds as the primary mode of winter transportation.** In late March, when Phil Graham decided it was time for a break from academic studies and time for a day of subsistence activity, all of the older stu-

dents and the teacher traveled fifteen miles to a traditional spot for catching Northern Pike through the ice. The boys and girls used seven family owned sleds and dogteams for the thirty mile round-trip to the lake. And, family is easy to find in Lime Village. All students are related one to another as brother, sister, or cousin.

Besides being an opportunity to practice traditional village skills, outings like the Pike fishing trip are viewed by the students and Principal Teacher as physical education, substituting for the daily P.E. classes held in the gymnasiums of the larger schools. When asked about desired changes every student independently stated that they wanted a gym at Lime Village. Freddy Bobby, a seventh grader, even said that the school kids should help build a gym.

The idea of student construction is not so far-fetched. The boys and girls completed the new log community hall after it had stood partially completed for a long time. They did this under teacher supervision as part of their vocational education work study and were paid from Kuskokwim Native Association project funds. Another vocational education project has been the building of dogsleds in the converted construction shack behind the school. Students do their own work, beginning with cutting Birch trees for the wood.

The subsistence economy life style of the place and an eager interest in outside events are both characteristic of the schooling that goes on in Lime Village School.

Lime Village enrollment: 13
1980 Graduates:

Sally Alexie

Permanent Staff (3/31/80):

Phillip Graham, Principal Teacher

Virginia Smith, Teacher

Susan Bobby, Title I Aide

Luther Hobson, Maintenance/

Custodian

Miska Waskey, Maintenance/

Custodian



Lime Village

THINGS TO THINK ABOUT

THESE ARE REAL QUESTIONS THAT THE SCHOOL DISTRICT FACES. THERE ARE MANY OTHER SERIOUS CHOICES TO BE FACED, ABOUT MANY THINGS. IN ONE WAY OR ANOTHER THE DISTRICT BOARD AND ADMINISTRATION COME UP AGAINST THESE QUESTIONS FREQUENTLY. THEY ARE PRESENTED HERE SO THAT READERS ARE AWARE OF THEM. IT IS ALSO HOPED THAT READERS WILL MAKE THEIR OWN VIEWS KNOWN TO MEMBERS OF THE IDITAROD AREA SCHOOL DISTRICT BOARD AND TO THEIR LOCAL COMMUNITY SCHOOL COMMITTEES.

LOCAL CONTROL

WHAT SHOULD YOUR SCHOOL BE? WHO SHOULD DECIDE?

In 1976, the "Tobulek Consent Decree" was issued by the Alaska Court System. This court order settled the lawsuit brought on behalf of Molly Hootch. The Hootch suit charged that village children were being discriminated against by the State because they had to leave their home communities to attend high school. The Tobeluk Consent Decree declared that villages with eight or more high school students have the right to local schools - under local control.

WHAT IS "LOCAL CONTROL?"

Originally, when rural school districts were set up by the State Legislature, Community School Committees were required for each village school. In 1979, the legislature changed the law to say that each District School Board could decide whether there would be local "advisory school committees" and what their functions would be. The Iditarod Area Board continued the Community School Committees as before. Some districts abolished local committees while others reduced their power and had members appointed rather than elected.

WHAT SHOULD BE THE ROLE OF COMMUNITY SCHOOL COMMITTEES?

Sally Collins, a McGrath CSC member thinks that CSC has been "spending too much time dealing with details that really belong to staff and administration. The CSC should develop policy, but it's not our role to enforce it."

A fellow CSC member, Judy Rosander, says, "It really bothers me that we spend so much time on money things. I'd like to spend more time on the quality of education; I think this should be the CSCs prime concern."

Will Riggen who was Principal at McGrath School, expressed his view of the CSC, "As individuals these are the sharpest members of a CSC or Board with whom I have ever dealt. Yet, collectively, their mission seems more to invite exercise of power than providing insights about the community. I think the role of a CSC is primarily to define the desired results of the education process."

It appears that each person quoted has a very similar idea about CSC purpose and value, but the CSC members expected more implementation by the principal while he expected less intervention from the CSC.

The working procedures between the local committee and the local administrator vary from community to community. District Superintendent Jim Zuelow comments on this: "Community School Committees are probably best at expressing aspirations and expectations that they have for their children and for their home communities...and we tend to be successful to the extent that our staff can work with such groups and translate those aspirations into reality."

In most cases, the cooperation and mutual regard between CSCs and local school administrators was very high this year. Nevertheless, CSCs have stated a need for role clarification for at least two years.

To expedite this clarification and to contribute their experience as function-

Before September of 1976, McGrath was the only one of the present nine IASD communities with a full high school program. Holy Cross had ninth and tenth grades. McGrath was the only place with a high school building.

Now, every village offers high school to its residents and separate high school facilities have been constructed in every village except Lime and Telida.

Some Alaska politicians would close village high schools and have students board in the large cities, "to save money."



Nikolai CSC: Ignatti Petraska, Ann Alexia, Willie Petraska

ing CSCs, CSC members from all communities met twice during the past year. Expenses of these meetings were authorized by the District Board and District staff was assigned to help with the task of drafting policies and procedures relating to CSC roles. The resulting suggestions were presented to the District Board after the second CSC conference in October.

Recent statements by board members indicate that the Board will soon address the issue of CSC role and the previous suggestions from the CSC conferences.

Ernie Holmberg says, "We gave the CSCs a lot of responsibility. Sometimes it gets frustrating where we have so many entities to work with. It is hard to satisfy everyone's different needs."

Ken Chase asks, "How involved should they (CSCs) be beyond an advisory role?" He goes on to say, "They are supposed to be advisory to the board, rather than to interview teachers and things like that. The Board may lose some of its purpose if the CSCs are given too much power in decision making."

Although the suggestions made by the two CSC conferences were aimed at defining their responsibilities and procedures more clearly and not at reducing their power, it now seems that everyone involved at least wants the question of CSC role in "local control" to be resolved.

WELL, WHAT DO YOU THINK?

VILLAGE HIGH SCHOOLS

HAVE THE VILLAGE HIGH SCHOOLS BEEN WORTH THE MONEY? ARE STUDENTS BETTER OFF WITH THESE LOCAL SCHOOLS?

Ernie Holmberg, Board member, asserts, "The State should look at these

that students and school accept one another better in these villages than in the city schools.

Among the District schools, McGrath High School has the closest resemblance to larger city high schools. It has had four to six teachers con-

ducting separate classes on a firmly scheduled basis. Yet, it may not necessarily offer the best learning environment.

In the days when students from smaller villages had to go away for high school, McGrath had many boarding students. It is still a boarding school for their 11th and 12th grades. Nevertheless, enrollment is declining at McGrath as more of these upper level students decide they prefer hometown schools. McGrath High School may lose its larger size and therefore, its "advantages" because it cannot attract and hold boarding students.

Several high school teachers at McGrath, representing a variety of teaching styles, complain that students "object to challenging assignments", "want to do only easy things" and "lack motivation." One of these teachers believes this apathy is caused by many of the parents' low value on education.

With enough years in public education to retire, Will Riggen, who was principal at McGrath and before that was an administrator in several other districts, made several observations about student attitudes. "This is the first time in my thirty years as a teacher that there were never any problems with petty theft or vandalism...the kids are great to be around. But, it's unfortunate that there is nearly a complete rejection of formal language here...If you lock yourself out of language, you lock yourself out of "what-if" kind of thoughts. These kids are, perhaps, the nicest kids in the world, but it is a tragedy that they have cut themselves off from where the world is going."

Will believes, with some of the teachers, that these attitudes are a reflection of predominant community attitudes. He then makes a point which bears on the question of rural schools, "I don't think this is a function of Bush education or Bush Alaska either. I spent time in Nikolai and there was an air of excitement about literature and about what is going on in the world, and Nikolai is more 'Bush' than McGrath."

Apparently size and specialization is not the only, or even most critical consideration for quality schooling, but small isolated communities like those in IASD face unique challenges if they are to achieve schools of high academic efficiency.

On the other hand, many dropouts and much unrest seems to be typical of the typical large high school. When asked about a comparison between their village high school and others they may have attended, students in IASD schools often mentioned the friendliness of the village school. In the schools of the District, vandalism is almost unknown. This seems to be a strong sign

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WELL, WHAT DO YOU THINK?

"We do have graduates going on to college and dropouts going nowhere." Jerry Reichlin, high school teacher at Nikolai.

Springtime

by Nancy Bobby, a Lime Village student

The snow is almost gone. There are a lot of ducks, geese and swans going to the lake for the summer. Some of the people from the village are getting ready to go to the lake.

In 1960 to 1970 everyone used to go to the lake. I mean, it wasn't like now-days. Now-days almost everyone stays home. In 1960 to 1970, not one person stayed in the village. Everyone was at Spring Camp or somewhere else.

I remember when I was about six years old. I went to the lake with my Mom, Grandma, and Grandpa and when we come home for the summer or come home to get something the village seemed dead or like nobody existed, and the houses smelled like it was really old or it's never been used.

Long ago, nobody stayed in the village in spring and summer. In the winter, some go out to trap, but most stayed home in the winter. I remember when we came back from Spring Camp and the first thing I thought of was this place looks kind of funny and it looks new. There's something funny about this place and then I think about it for a while and I'd say, "Oh, the people are gone. No wonder this place seems so funny."

Spring, everyone was always doing something. You don't have to sit around and watch things change. The people didn't wait around for anything. To me, it seems like the fun part of the year.

Have you ever heard of spring fever? You probably have. Anyway, it's supposed to make you lazy and grumpy, but in the 60's, people were moving around doing something. Now days, looks like most of the people have spring fever in the spring. I think it's because we have the school, runway and everything else that's changed. In 1972, we had some changes, like the B.I.A. houses, and then we got a school and more people started coming in and out. Most of the people stay home because their kids are going to school and they want to be in the village. That's one thing I can think of. Right now, people wouldn't stay out of the village for a week.



Nancy's Grandfather, Vonga Bobby

CROSS-CULTURAL EDUCATION

In 1977, the Office For Civil Rights of the U.S. Department of Health Education and Welfare brought actions which required bilingual - bi-cultural education programs in rural school districts of Alaska. Another lawsuit, in the Lower 48, set the precedent for this action. The Federal courts had established some steps which must be followed to protect the civil rights of citizens who spoke some language other than English - or whose English and schooling were strongly affected by another language. In Alaska, the "rules" for bilingual education came to be called the "Lao compliance plan." Each District is allowed some flexibility in carrying out bilingual education.

HOW MUCH EMPHASIS SHOULD BE PUT ON NATIVE LANGUAGE AND CULTURE EDUCATION IN THIS DISTRICT?

WHAT SHOULD BE EMPHASIZED IN CROSS-CULTURAL EDUCATION?

For Dolly Deacon, Grayling CSC member, traditional village culture should make way for greater stress on math and English in the school. She wants the school to "really concentrate on teaching things that will help the kids get along in the outer world, not just the village here."

But, Carl Jerue of the Anvik CSC would like to see more learning about the "Native ways" for his children. A fellow CSC member, Rudy Demoski, also wants "more programs about Native Ways." However, both of these men also advocate some outside oriented exposure. Carl would like to see Anvik have band and art instruction. Rudy

advocates more long-distance travel for the students.

A student in Lime Village said, "People complain that we don't know how to set beaver snares but then they don't want us to learn it on school time."

In Lime Village, Nikolai, and in Telida, Athabascan is a language used in all the homes, in addition to English. These communities have chosen to have regular instruction in the language provided at school. So also have Shageluk and Grayling where the Native language is spoken only in some homes and in Anvik and Holy Cross, where only a few of the grandparent generation still speak the Native languages.

To some, it is foolish to learn a language that is "dying". For others, study of the language is part of learning a heritage.

Those enrolled in the schools of the Iditarod Area are living in the cross-currents of Alaska Native and Lower-48-technology cultures. Therefore, it seems important to some educators and parents that students learn the positives of these contrasting value systems.

"IF YOU WERE GOING TO TEACH SOMEONE ABOUT BEING AN AMERICAN, WOULD YOU JUST HAVE THEM BUILD MODEL CARS?"

Sarah Hanuske Hamilton, teacher at Shageluk, is planning to include a fall camp, winter camp and spring camp in next year's curriculum. "I can at least show that the village school approves of village values. If we want support for the school then we have to support the village. We can't come in with this institution of school as though it were a great gift."

Sarah is convinced that the District

needs to be more concerned about how its requirements affect the villages and less concerned about satisfying all Statewide expectations. "I neglect the village activities and I don't show my value for what they do because I spend my time on lesson plans."

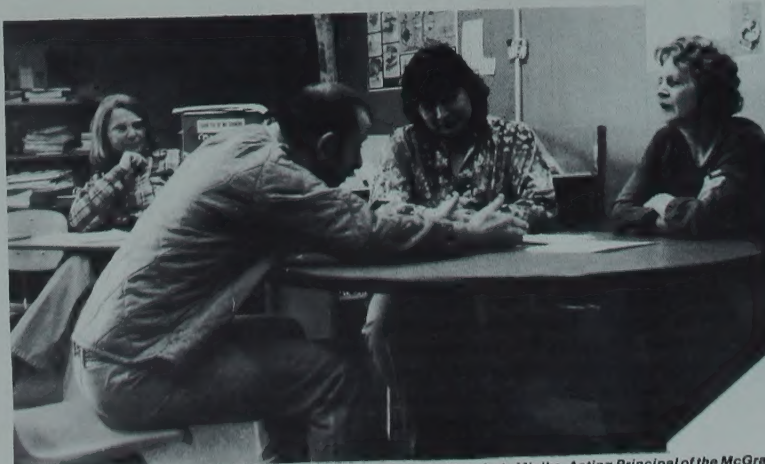
For the past two years, Grayling has had a Tlingit Indian from Southeast Alaska as Principal Teacher. Joyce Shales feels strongly about teaching across cultures. Joyce thinks that the

most critical part is for teachers to understand the differing cultural values of teacher and students. She says that the State Bi-lingual conference this year stressed the importance of this awareness. "There are things going on you don't understand, even though there are some things you do understand. Too many teachers don't want to accept this fact. Until we face these cross-cultural problems we are not going to change anything."

Joyce sees classes on sledbuilding, skin sewing and other crafts as a good step, but not adequate cross-culturally. She makes her point by asking, "If you were going to teach someone about being American would you just have them build model cars?"

The Board Chairman is also a linguist who speaks Upper Kuskokwim Athabascan. Ray Collins remarks on the issue of cross-cultural instruction, "A graduate who intends to continue living in rural Alaska without having learned traditional skills has not been educated, just as someone who has not learned academic skills for dealing with village government and corporations has not been educated."

WELL, WHAT DO YOU THINK?



McGrath CSC members Walt Dietrich, Judy Rosander, Sally Collins, Judy Mielke, Acting Principal of the McGrath School, looks on. (Not shown: Nadesta Wrase, Larry Wiggins).

COMMUNITY SUPPORTS McGRATH SCHOOL ACTIVITIES

Topmost in importance for the majority of older students at McGrath this year was basketball. Nearly half of the high schoolers were members of either the boys or girls Arctic Knights teams. Even for people not on the team, basketball seemed to serve as a focus of their attention.

The Junior High boys team was coached by Tom Sheets, the High School science teacher. Tom also coached the fourth, fifth and sixth grade teams of mixed boys and girls, keeping alive the fledgling "Micro-Knights" and "Mini-Knights".

Jim Henry, the sixth grade teacher, was the coach for the High School boys team. That team finished the season and tournaments with 11 wins and 6 losses, the best record yet for McGrath. At the Tanana sub-regional tournament the team took third and one member, Gary Richardson, won the free throw contest. At an invitational tournament in Anchorage, Don Winkelman was chosen for the tournament Allstar team.

Under the coaching of Judy Mielke, fourth and fifth grade teacher, the Arctic Knights girls team also had their best season to date. They played half the season with only five team members and finished with 7 wins and 7 losses. They also took third place at the sub-regional tournament. Two of the girls were selected for that tournament's All-star team, Royleen Andrews and Melody Magnuson.

Probably the highlight for McGrath School's basketball season was the Sportsmanship trophy awarded to the girls team at the Tanana tournament.

Cross-country running is a new sport this year at McGrath School. At the team's first meet in Galena, Susan Smith won second place in the girls' event.

Community sponsored activities in support of the students at McGrath School have become traditional. This year's Ski-A-Thon raised nearly \$3,000 in scholarship contribution pledges. The spring carnival events attract entrants of all ages. Raffles and various

student sponsored sales have become a regular part of preparations for school trips each year. An annual Turkey Shoot in May raised money for the student fund.

Another type of team, representing skills learned in some of their daily classes taught by Patricia Henslee, traveled to Anchorage Community College in February to participate in the State Office Education Association conference. Denise Forsgren, competing against fifty other students, won third place in the Typing II contest. Her three teammates cheered her on, and then went on to win a fourth place in the bulletin board contest. Though McGrath may have the largest school in the Iditarod Area School District, it is tiny in comparison to most of the schools competing in the State OEA Conference.

Special academic enrichment came into the school with the visit of Barbara Bodenhorn, a "Humanist in Residence", and a similar visit by James Welch, a Blackfoot Indian author from Montana.

Sixteen second and third graders took their teacher, Mike Tierney, on a spectacular May trip which included opening day at the new University museum in Fairbanks, the State Experimental farm, a train ride to Anchorage, horse back rides and many more events!

Finally, the kindergarten class provided a community service while they learned about gardening. They potted, nursed and sold vegetable and flower plants this spring. Their classroom was their greenhouse.

McGrath enrollment: 106

1980 Graduates:

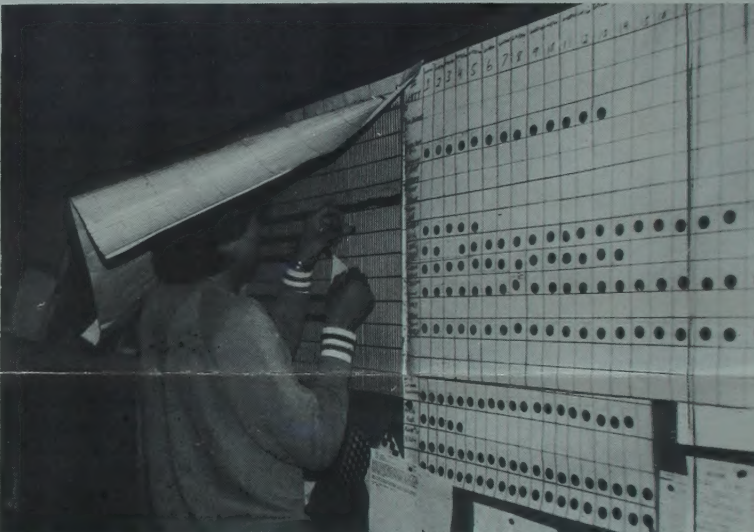
- Katy Andrews
- Royleen Andrews
- Tamara Baumgartner
- Carolyn Chase
- Debra Esai
- Lucy Esai
- Theodore Kruger
- Gary Richardson
- Irene Vanborg
- Donald Winkelman



McGrath SPRING CARNIVAL time

Permanent Staff (3/31/80):
Will Riggen, Principal
Mildred Briard, Teacher
James Henry, Teacher
Patricia Henslee, Teacher
Judith Mielke, Teacher
Sharon Sheets, Teacher
Thomas Sheets, Teacher
Marion Symington, Teacher
W. Michael Tierney, Teacher
Kathie Yoder, Teacher

Barbara Bullard, Comm. Ed. Coordinator
Molly Bushue, Custodian
Joe Demientieff, Maint./Custodian
Erin Gerrin, Custodian
Carolyn Holdaway, Clerk/Typist
Grace Holmberg, Instruc. Aide/
Media Clerk
Walter Maakestad, Special Ed. Aide
Mary Onstott, Special Ed. Aide
Kelly Pierson, Instructional Aide



Bob Leppala, McGrath marking progress in English class



McGrath

WHERE DOES THE MONEY COME FROM?

REVENUES (FY 79)*
\$3,363,849

Boarding Home	\$15,828
Special Education	\$24,826
Title I	\$64,359
Title IV-B, Library	\$2,664
Community Education	\$15,503
Johnson O'Malley	\$81,588
Indian Education	\$41,477
Bilingual Education	\$37,222
Upward Bound	\$989
CETA	\$84,561
Dena Aka	\$6,355
Reading is Fundamental	\$3,753

Special Programs

Federal Support (PL 874)

Basic General Fund.....

Beginning Balance

The District gets most of its money from the State of Alaska. The State distributes this money to school districts according to the number of students of various categories.

Some money is paid to the District by the federal government because of the large amount of land in the District which is federally owned or controlled.

Other money comes from the state and federal government through special and competitive grants.

A smaller amount of money comes from "local revenue", meaning things like interest on funds temporarily invested, rent received, etc.

*Does not included \$6,374,295 in various capital construction projects completed and/or underway during FY 79.

NOTE: ALL INFORMATION IS AUDITED DATA FOR

VOCATIONAL EDUCATION

Vocational Education in this District might also be called "Training for Right Now." Much of the school work done by the young people is for improving computation, communication, and comprehension skills for lifelong living in society and for use in more advanced studies after high school. On the other hand, most of the vocational skills taught in the District can be used immediately.

For several years, **Ken Cook courses**, using actual machinery for practice, have been the mainstay of the vocational curriculum. Boys and Girls disassemble and re-assemble outboard motors, chainsaws, one cycle and two cycle engines. This year a diesel electric engine course has been added to the complete-with-tools units which are circulated from school to school.

Both boys and girls enroll in the **office skills classes** at McGrath and in the typing classes at Grayling, Anvik, Holy Cross, Nikolai, Takotna, Shageluk, Lime Village and Telida.

Construction training courses had students working directly on a frame building in McGrath and a log building in Lime Village. Smaller scale construction of greenhouses occurred in Nikolai and several other communities.

A fast expanding vocational program throughout the District is agriculture.



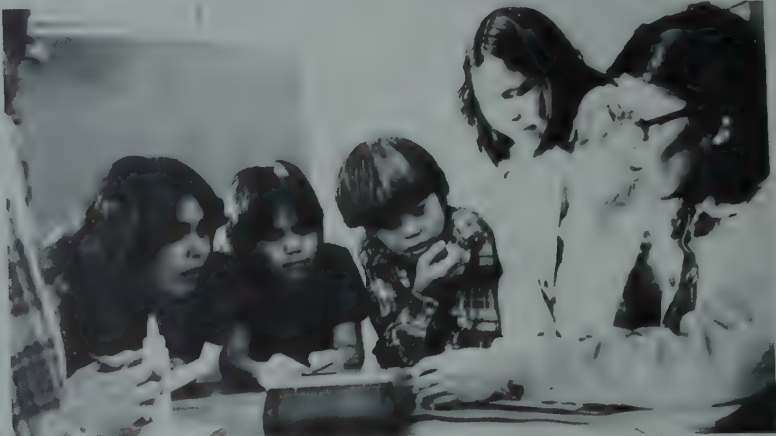
Peter Tony helping David Nikolai with Ken Cook course

Greenhouses and garden plots are classrooms for junior high and high school classes. The Tanana Chiefs Conference is providing help with greenhouse materials, seed and technical assistance. The University of Alaska, through its Rural Education Affairs branch, will teach courses on gardening and greenhouse management.

The **Rural Student Vocational Program**, or RSVP, allows students to try out various trades or professions. This year, eleven students spent two weeks outside the District as temporary trainees in assignments which included clerical, nursing, aircraft maintenance, radiology, photography, and State Trooper training.

In addition to his many other duties as Assistant Superintendent, Terry Chase is Director of Vocational Education for the School District. He thinks that the "Village Living in Alaska" class which Marc Miller taught in Holy Cross is an example of excellent Vocational Education. Terry says, "It is meeting bicultural needs with training about dog care, spring fishing, trapping and snaring. It makes use of local resource people as instructors. And, it crosses several areas of shop - with its carpentry of sled building and its small engine repair." This same class was the core student group at the Rough Ridge Checkpoint for the Iditarod Dogsled Race.

NIKOLAI HAD A BUSY YEAR



Nancy Esai, Tamara Alexia, Sam Esai, Sarah Dennis practicing Upper Kuskokwim Athabaskan language with Betty Petruska, teacher.

In October, Rebecca Reichlin, the Principal Teacher from Nikolai School traveled to Juneau to receive recognition for the math program which she developed for Nikolai school. Beverly Petruska, a student, accompanied Rebecca to the "Promising Practices Symposium" which was hosted by the Alaska Department of Education.

This honor for teacher and students was the beginning of a very "event-full" year for the school.

A Halloween carnival for the entire community was staged by the students. They set up numerous games and activities.

In November, a drama workshop for all the students was conducted by Anita Maynard and Lynne Soffer, from the State's Artists in the Schools program. The student stage performance which concluded the two weeks of instruction is on videotape for other schools to review.

The acting practice from November was put to use for the Christmas program which included presentation of two Athabaskan stories and a dramatization of "Twas the Night Before Christmas".

Nikolai School's first yearbook began with the purchase of photography equipment and photography instruction for the students. This journal of the year will probably not be able to capture all of the special events because so many occurred during the springtime, when the annual is finished up and sent to press.

March is always exciting at Nikolai because it is Iditarod Dogsled Race month. This year, with a sudden resurgence of dog sledding among students and adults of Nikolai, the Iditarod racers who passed through attracted even more attention than usual.

The community's annual Hutudenich (spring carnival) involved students and staff as participants and helpers. A crafts fair was also organized in conjunction with this year's celebration.

A week of Emergency Trauma Training was conducted in April by the area Public Health Nurse, Diane Ketelsen, and an assistant, Judy Rosander from McGrath. Also during April, the school was visited by representatives of the Organization of Economic Cooperation and Development, an international agency based in Paris, France, whose

purpose is rural development.

A moose-hide tanning project, utilizing Indian Education Act funds got underway during the spring. So also did a science greenhouse project. The greenhouse project started plants for village gardens.

As a follow-up to last year's visit by Nikolai students to Athabaskan language groups Outside, two Native American students from the Hoopa Indian Reservation in California were invited to attend school in Nikolai during March and part of April. The Hoopa visitors lived in the homes of Nikolai students.

Spring trips completed the school year. Elementary students spent the first half of May "surviving in the city" of Anchorage with their teacher, Dawn Christy, and the pre-school teacher, Oline Petruska. The junior high and high school level students spent this same time period surviving and learning in the Alaska Range at Phillip Esai's hunting camp. While at this remote camp on the Windy Fork students learned about mountain ecology, photography, astronomy, geology, camp improvement and hunting.

But, if the year has been crammed with interesting events, it has also seen at least one major disappointment. The school's new multi-purpose facility, including a half-court gymnasium was expected to have been completed late in the fall of 1979. However, the school year ended without anyone having ever used that gym. The contractor, Circle Construction, is being asked by the School District to re-do certain work which the District feels was inadequately done in the original construction.

Nikolai enrollment: 24
1980 Graduates:

Judy Gregory
Permanent Staff (3/31/80):
Rebecca Reichlin, Principal Teacher
Dawn Christy, Teacher
Jerald Reichlin, Teacher
Betty Petruska, Bilingual Teacher
Verdisia Dennis, Cook
Sammy John, Maintenance/
Custodian
Oline Petruska, Title I/Preschool
Instructor
Peter Tony, Community Education
Coordinator



Nikolai

WHERE DOES THE MONEY GO?

EXPENDITURES (FY 79)
\$2,980,537

NET FORWARD (FY 79)
\$377,718

Reserves and Carry Over (FY 80)

Insurance Reserves\$383,312
Construction Reserves\$75,000
Accreditation Reserves\$81,667
Carry Over to FY 80\$10,000
Total Reserves\$549,979

Other	\$178,576
General Support	\$404,020
Special Programs	\$408,605
Instructional Support	\$144,005
Special Education	\$101,124
Vocational Education	\$142,039
Regular Instruction	\$861,818
Plant Operation & Maintenance	\$605,115

Total \$2,980,537

Correspondence\$64,959
Bilingual\$70,276

Most of the District's funds pay for instructional costs (white area of chart). Plant operation and maintenance (lined area of the chart) includes repair, cleaning, improvements, heat and electricity for buildings. The gray area of the chart includes a number of costs, including administrative expenses and Board costs.

THE FISCAL YEAR WHICH ENDED JUNE 30, 1979.

SHAGELUK

Shageluk High School sits at the very base of the bluff that rises out of the Shageluk townsite. The school seems hidden behind the Bureau of Indian Affairs elementary school. Though it is located on the Innoko River, Shageluk is referred to in the School District as one of the "Yukon" schools because it is so near the other Yukon River villages and because the Innoko flows into the Yukon.

When the first high school program opened in the fall of 1977, it was in the log community hall. In December of that year the students and teacher moved into the newly constructed one-room school at the foot of the bluff. By the fall of 1980, it is expected that another facility, the "multi-purpose" building will be in use. This half-court gym and shop will also be used by the BIA elementary students.

Unlike any other school in the District, Shageluk High has had the same Principal-Teacher since it began.

Sarah Hanuske Hamilton was a boarding home coordinator in Anchorage before the days of the Tobeluk decree village high schools. Then she moved with the times, the people's wishes and the high schools to the Bush.

Sarah has had to share the original community hall classroom with village meetings, adjust to the freeze-up of plumbing and heating in the new school - within a month of its opening, and now she is waiting and wondering about the delays in completion of the multi-purpose building.

The small school has, for two years, served as Sarah's home and as an evening reading and recreation center for students. The students come back to watch television in the evenings, while Sarah does lesson planning for the next day. This closeness between students and teacher has marked nearly everything that has happened in the Shageluk school. Sarah has used the world as her classroom by taking her students aboard. The group saved their educational travel funds over a period of two years and used them for a bargain charter trip to Europe in the spring of 1979. This year, teacher and students took part in the "American Heritage" trip to Washington, D.C., New York, and Boston.

In Shageluk itself, daily academics have been supplemented with the study of both traditional subsistence and high technology skills. This year students made snowshoes as a traditional skills project. Equipment funds available to Shageluk School were used to purchase high quality videotape editing equipment so that

students can move beyond the lessons they have already had in basic videotaping and photography.

Grace John is the Bilingual instructor at Shageluk High. She has been helping the High School students with the speaking and reading of the traditional Athabaskan language of the village. These students made a major presentation at the State Bilingual conference in February. In addition to demonstrating some of the language

study, examples of willow root baskets and carved masks made by students were displayed.

Shageluk enrollment: 7

1980 Graduates:

Esther Dutchman

Permanent Staff (3/31/80):

Sarah Hanuske, Principal Teacher

Grace John, Bilingual Instructor



ROUGH RIDGE CHECKPOINT &

"It seems to be more than forty miles from Cripple Landing. At the pace my dogs were traveling, I figured it was fifty miles." "Man, that is a long forty miles, it seemed longer than that to me." These were the messages that the group heard from nearly every musher that came in to the Rough Ridge Checkpoint. However far the camp might have been beyond Cripple Landing, half-way point of the Iditarod Sled Dog Race, most of the mushers were ready for at least a three-hour break when they finally got to the clearing with four white-wall tents and twelve campers. Race officials had chosen this spot for a checkpoint because a rest and re-supply stop was needed somewhere in the vast stretch between Cripple Landing and Ruby.

The Rough Ridge "crew" was made up of nine students from the Yukon River Schools of Iditarod Area School District, two instructors and one Ham radio operator. It was early March, Iditarod Race time for everyone from Anchorage to Nome. Over a stretch of nine days these campers hosted nearly fifty racers who passed through on their 1,049 mile winter trek.

Unlike all the other race checkpoints, no other people visited during the time the mushers passed through. The tramped out landing strip just above the camp had gotten a bad reputation from the ski-plane pilots who brought in the crew and the mushers' dog food. This uninterrupted isolation seemed to be alright with the students who were there because they wanted to learn from the racers and to learn about winter survival.

Students, under the direction of Francis Mitchell of McGrath and Marc Miller of Holy Cross, participated fully in all the camp work, from erecting tents to checking the racers sleds for required gear. Each student had a day to cook, a day to do dishes and everyone helped with wood and water.

The student team of "Sob" Edwards Franklin Richards and Alvin Howard



Shageluk leaving on "American Heritage" trip



WINTER SURVIVAL CAMP

won the firemaking contest, using one match and brush from the woods. In a spirited contest, Steve Schultz and Mary Olga Edwards were the first pair to pinpoint the location of the camp on a topographical map, "reading" the country and comparing it to the map with the aid of a compass. Lynn Maillelle led the way to a beaver house

on Poorman Creek. Guy Turner made a perch out of spruce poles for spotting and photographing incoming mushers. Heather MacAlpine proved to be second only to Kenny Richards in her ability to split firewood. All students had the opportunity to shoot three types of firearms and to sleep nights as cold as 40 below.



WINNERS!

Two students from Takotna School were winners this spring in a Statewide art conference held for rural schools. Mike Caulfield, a sixth grader, won the Grand Prize of One Hundred Dollars! Teresa Weiser, an eighth grader, won two third prizes for ten dollars each. It is not a coincidence that such a small school netted three prizes. The talent which Mike and Teresa have was coached into winning form by Bev

Schupp, hired as part-time art instructor by decision of the Takotna Community School Committee. Bev, who moved to Takotna this year, has a Bachelor's degree in Art Education (K-12) from the State University of New York at Newpaltz. The contest attracted 289 entries and was sponsored by the Alaska Native Medical Center Auxiliary.

VARIETY AT TAKOTNA

"Come and Have Fun," reads the poster-sticker on the door of Takotna School. On the inside of that door a visitor is soon convinced that students are enjoying themselves and that they are learning. Whether it is in the "one room" elementary school or in the "other room" high school, students seem relaxed but very involved. Virginia Coffield, the elementary teacher and her husband, Pat, believe that good times are a part of good schooling.

This attitude of a happy school carries the students a long way - at least eight miles. Pat Coffield, the Principal Teacher, regularly pulls a toboggan load of elementary students behind his Alpine snow machine up the mountain road to the Tatalina Air Force site for physical education, showers and a movie.

Gail Sherrer, Secretary of the Community School Committee, describes the school as "one big happy family. She says, "What I am impressed with the most is that teachers are a part of that family and a part of the community." Gail says, "This is a school of many different activities. There is lots of individual attention in the instruction of each student."

Half of the students are natives of Takotna and half are from elsewhere in Alaska and the United States. This

watch videotapes of "Sesame Street" and similar early childhood educational programs. Community adults use the school for skin sewing instruction, Friday night movies, and just plain visiting.

Probably the most surprising feature about the instruction in this school of fourteen elementary and high school students is the diversity of the things which are taught. The Takotna Community School Committee decided to use local discretionary funds provided by the District Board to pay for special classes when they discovered that there were several specialized instructors living in the village. Frank Torres, who had majored in photography in college, was hired as part time photography instructor. David Paxton, a pianist, provides music instruction several hours per week. Art is taught by Beverly Schupp who has a degree in Art Education. In addition to these recently arrived specialists, other classes are taught by long-time residents. Sally Hooper teaches skin sewing and Rose Edwards teaches knitting.

Gail Sherrer thinks that the stimulation of the variety of classes is very important to developing student talents. She says, "For example, since Beverly has been working with these kids in art, the talent that has come out is unbelievable."



reflects what Pat Coffield calls the "cultural diffusion" of the village.

The school, like all of the schools in the District, is used after regular school hours for community benefit. For example, Takotna School opens up a couple of hours each week for three or four pre-kindergarten age children to

Takotna enrollment: 13
1980 Graduates:

Phillip Edwards Jr.

Robert Miller

Permanent Staff (3/31/80):

Pat Coffield, Principal Teacher

Virginia Coffield, Teacher

Beverly Schupp, Title I Aide



Takotna

TINY TELIDA

Telida School has the smallest number of elementary and high school students of any school in the District. Including the two children who attend the preschool class, there were nine students attending. One certified teacher, Alan Dick, and one pre-school aide, Oline Nikolai, instruct the various levels.

Alan Dick's approach to educating these ten students is, "more emphasis on knowledge and individual choices and less emphasis on structure, rules and control." The teacher selects portions of certain textbooks or other books, but then allows the students to select the particular information or textbook problem to work on. On a page of thirty math problems the student is told to work through any ten which they choose. Young elementary students are instructed to select five places from a world atlas of maps, write them down and give them to a classmate to locate, using the index's map coordinates. As they set about the task the students are learning about maps, indexes, alphabetizing, geography - and choosing. Alan claims that the extensive involvement of students in the selection of study materials eliminates any contest over power in the classroom. Students concentrate on learning without trying to "play cops and robbers" with the teacher, says Alan.

Watching the students go about their studies, choosing problems, exchanging questions and seriously working answers soon convinces an observer that Alan's claims are correct. But, the real evidence that powerful things are happening in the Telida classroom comes when otherwise shy students proudly bring their work to a familiar observer for review.

Luke Dennis, a seventh grader, describes the school as different from another school he attended because in Telida School "there is not so much noise, nobody gets mad all the time and there isn't anybody here I dislike." Luke says that when he gets out of school he hopes to get a job that will make him a good living and he hopes to "understand what our system is all about." And consistent with those hopes, listed among what Luke feels are the highlights of the past school year are: "I can do school work that I never thought I could do. I learned how the system is. I learned how to make my own decisions and to face a problem when I have one."

Impressive as those claims are for a seventh grader in one of Alaska's tiniest and most remote villages, there are several other happenings which mark this past school year for the students and residents. The younger students, six of them, went to the annual Fur Rendezvous in Anchorage during February. They visited the zoo, roller skated, watched the dog races, rode horses and the carnival rides, shopped and gawked.

In the fall, school moved out to a nearby lake for a few days while old-timers taught some of the old Native

THE YEAR OF THE APPLE

If students in all the schools of the District had to pick out a common theme for all the schools this year they would probably call it the "Year of the Apple." "Apple II" micro-computers were installed in all schools for students to use.

The equipment, or "hardware" includes a keyboard console (like a typewriter), a TV screen, and a disk drive.

The disk drive "reads" information which is stored on floppy magnetic disks which look like miniature records.

Dan Shanis, Special Education Coordinator and Computer Specialist for the District, is the person who made the "Year of the Apple" happen. He says that the main purposes of the many different programmed exercises are to improve reading and mathematics skills with exercises that require the students and computer to "talk" to one another.

The computer presents the student with a problem, the student responds, and the computer lets the student know if the answer fits. Because of the way Dan has programmed the computers, many times the computer will provide hints or suggestions when the student enters a wrong answer. Usually the computer provides some sort of game to go along with the math and reading practice. The other main purpose of computers in the classroom is to stimulate logical thinking, especially through student computer programming and games like chess.

Students and teachers, especially in the six smaller schools, made extensive use of the computers. Dan's own words, best describe some of the things which go on at the computer consoles, "Kids piloted rockets and airplanes, synthesized music, learned fractions

and times tables. They were chased through complex mazes by nasty dragons who cheat. They organized and executed wilderness and dungeon campaigns. In general, students learned what a computer can and cannot do.

Gordon Castanza, Itinerant Math and Computer Assisted Instruction specialist, shares the McGrath school "Penthouse" with Dan's Special Ed. program. Utilizing "Apple II" computers, Gordon designed high school programs in Alaska History, English and Math.

As part of the states "Individualized study by Telecommunications" (IST) project, Gordon's program was one of only a handful of such projects carried out this year. Based on the success of this year's program, Gordon's project will be continued and expanded next year.



Dan Shanis explaining the computer to Alan Dick and Freddy Dennis

ways of catching Whitefish.

Fuel oil for the school's heating system was formerly flown in by small aircraft. A modern wood stove, complete with thermostat was installed in the fall. Local people were paid to cut and haul firewood. As a result, students and instructors enjoyed trouble free warmth and the whole year's heating cost has been a fraction of what it would have been with fuel oil.

Telida enrollment: 7

Permanent Staff (3/31/80)

Alan Dick, Principal Teacher

Steve Eluska, Maintenance/Custodian

Oline Nikolai, Title I/Special Ed. Aide

Steve Nikolai, Bilingual Instructor

"I really have a great view of Mt. McKinley and poor view of the rest of the world." Alan Dick, on the isolation from District offices in McGrath.

CORRESPONDENCE STUDY

There are over twenty school-age children in the IASD who do not attend any of the nine community schools. These are the children who live with their families in trapping cabins, at gold mines or at settlements too small for a school. These youngsters are enrolled in the District's Correspondence program.

Three of the correspondence students are children of kindergarten age who live in villages without a kindergarten class. Five high school students who are enrolled for correspondence study returned to their own village after leaving schools and boarding homes in another community.

Five or six times during the school year Karen Frederick or Sharon Bookwalter, correspondence teachers, traveled by air taxi, snowmachine and dogsled to homes at Farewell, Flat, Medfra, Telida, Grayling, Shageluk, Ghost Creek, Hell's Gate, Colorado Creek, Bear Creek, Reindeer Lake, and the Dishna River to visit the correspondence students and their families. One or both parents are the teachers for their own children. Karen and Sharon provided study materials, advice on methods of teaching, and they checked the students' progress. They were able to visit one trapping family only during the hard-freeze months when a skiplane could land on a nearby lake.

Karen Frederick, the Correspondence Program Coordinator, explains that a very important part of each home visit is assessing the individual needs of a student. Parents are supplied with standard textbooks and lesson outlines, but specialized supplemental materials and activities are also prescribed and

supplied by the District. Cassette tapes, filmstrips and even videotape players are sent out from McGrath. Students with unique interests are supplied with special units of study. Trapping, Ham Radio Operation, Biographical Literature, and Art are examples of these units.

Obviously, correspondence students do not have the chance for daily involvement with others their own age. Some compensation for this was planned into the program this year in the form of student travel. In February, six correspondence students converged at the nearly abandoned Farewell FAA site for an art workshop. Four more were kept at their homes by bad flying weather. One student spent two weeks at Sitka, participating in a State Trooper Academy orientation session. Two correspondence students joined fourteen other Iditarod Area students for the American Heritage trip to Washington, D.C., New York and Boston.

For Karen, the greatest satisfaction comes from watching parents succeed with the formal education of their own children. She sees those parents' self-confidence "grow with their kids' learning." After Earl Dutchman, a kindergarten in Shakeluk, learned to read, his mother, Christine told Karen, "I never thought I could teach someone to read."

Correspondence enrollment: 17

1980 Graduates:

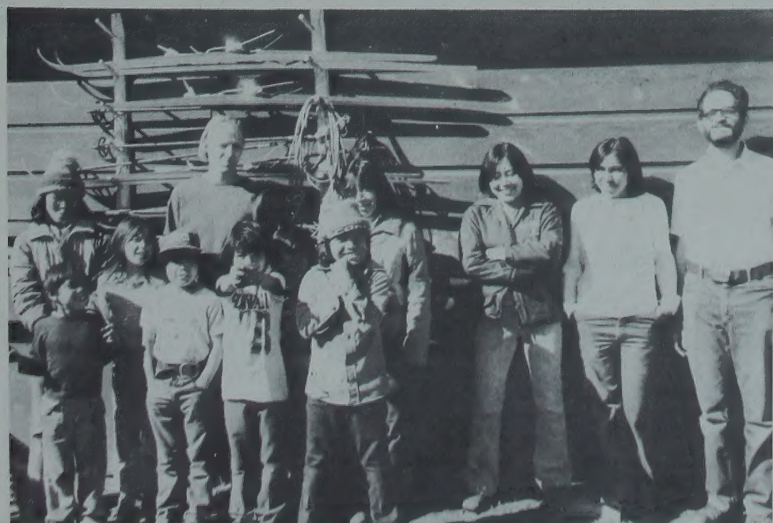
Steven Conatser

Anna Dick

Alvin Solomon

Permanent Staff (3/31/80):

Karen Frederick, Supervisor/Teacher



Telida

Carol Deacon and Vicki Maillele practicing computer programming.



Correspondence family Amie, Helen and Jon Wittenkeller at Colorado Creek Gold Mine are visited by Karen Frederick



Franklin Richards, Holy Cross

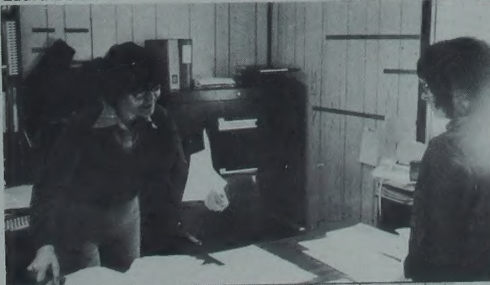
DISTRICT AND ITINERANT STAFF

(3/31/80)

James F. Zuelow..... Superintendent
Tom G. Armour..... Business Manager
Royleen Andrews..... Custodian
Ann Chase..... Personnel Officer
Nick Dull..... Accounting Clerk
Isabelle Fucci..... Administrative Secretary
Terry A. Chase..... Assistant Superintendent
Laura Bernhard..... Supplemental Programs Director
Virginia Juettner..... Curriculum Director
Irene Anderson..... Supplemental Programs Trainee
Michael Baumgartner..... Itinerant Language Arts Specialist/Title I Coord.
Betty Magnuson..... Instructional Support Clerk/Typist
Flويد Pierson..... Instructional Support Clerk/Typist

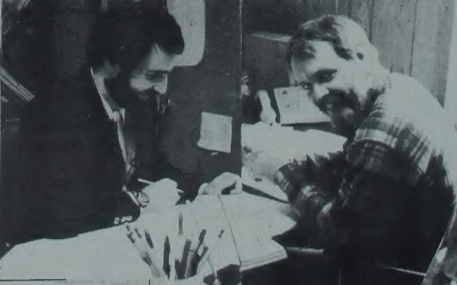
Sharon Bookwalter..... Correspondence Study Teacher (Half Time)
Gordon Castanza..... Itinerant Math & Computer Assisted Inst. Specialist
Karen Frederick..... Correspondence Study Supervisor/Teacher
Daniel Shanis..... Special Ed/Computer Coordinator & Itinerant Teacher
Barrie Rempel..... Construction Management Assistant
Vicki Keele..... (T.C.C. Funded) Adult Education Specialist
Katherine McNamara..... Post-Secondary Coordinator
Jody Voss..... Boarding Home Coordinator
Dave Shelborne..... Maintenance Foreman
Peter Snow..... Itinerant Maintenance
Rudy Chase..... Itinerant Maintenance - Based in Anvik
Candace Waruch..... Special Education Teacher - Based in Holy Cross
Mike Harrington..... Printing Instructor

Laura Bernhard



Irene Anderson

Mike Baumgartner



Tom Armour

Dave Shelborne



Ann Chase

Isabelle Fucci



Nick Dull

Barrie Rempel

MAINTENANCE LOAD INCREASES

Suppose that you were expected to keep the heat on, electricity flowing, water running, sewers working and buildings clean and together in nine places. Suppose that these places were scattered all around you, from 15 to 150 miles away, and there were no roads to any of them.

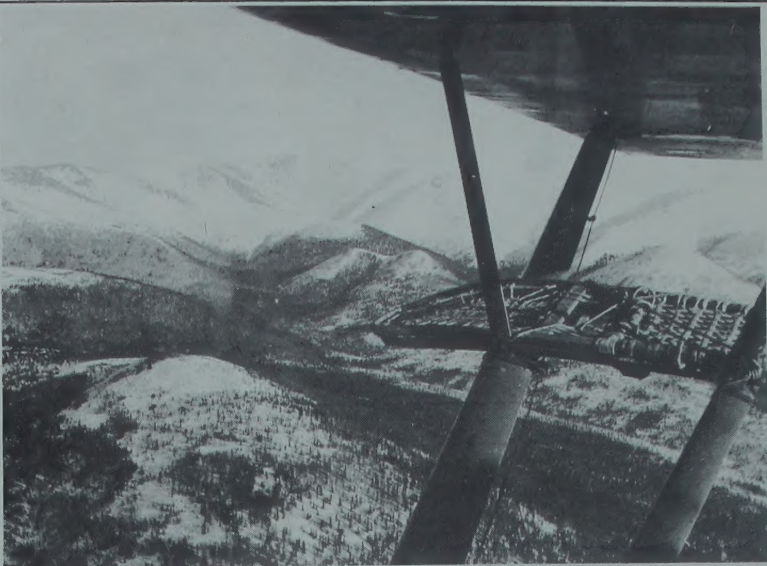
Suppose that one week a State inspector visited all of these buildings you are responsible for and reported that they required several hundred thousand dollars in work to get them up to the standards of the State building code. Imagine too, that your boss told you that you are going to have six more buildings to keep up.

How would you feel?
Dave Shelborne knows. He is the District Maintenance Foreman and he faces just the situation described, except maybe worse. Dave also has to contend with delayed supply and parts shipments from Anchorage and the Lower 48. He has to rely on unpredictable short-wave radio conditions just to talk with maintenance workers at each site.

In the past year, the Board and Administration of the District have taken actions to overcome some of these extreme difficulties. They have hired two assistants for Dave. **Peter Snow is Itinerant Maintenance for the Kuskokwim Schools. Rudy Chase does itinerant maintenance for the Yukon Schools.** These men, who fly their own airplanes, help the local maintenance workers who are hired at each school to keep furnaces, water, sewer and generators running and to keep the building cleaned and repaired.

Using money the School Board has saved during the past years, some long overdue improvements and repairs will soon be made. In May, the Board allocated \$187,000 from regular operating funds to do this work. The legislature and Governor also made \$550,000 available for code upgrade work. **State construction funds will be used to help pay the costs of new oil storage diking, water, sewer and a new roof at McGrath, a water system in Takotna, and oil transfer facilities in Telida.**

The scope of the work and the amount of money has required some careful planning. Dave Shelborne and his supervisor, Terry Chase, developed a "1980 Construction and Maintenance Planning Schedule." Fulfilling that schedule will require local hire of extra workers and some letting of contracts on bid. The work outlined on this schedule will begin in the summer of 1980.



Traveling Iditarod country

CONSTRUCTION REPORT

The new school buildings will be done by September One. That is the confident prediction of Barrie Rempel, Construction Management Assistant for IASD.

Although Circle Construction's contract deadlines are not until October 1, 1980, people in Anvik, Nikolai and Shageluk expected to be into their facilities in mid-year, in line with the contractor's own deadline. They were disappointed because that didn't happen.

B.E.L. Corporation secured the contract for the Grayling High School and did not schedule completion before the contract date.

The uses intended for the "multi-purpose facilities" which are going up in Shageluk and Nikolai are gymnasium, assembly, lunch room and community meeting place. Anvik and Grayling will have the same half-length basketball court multi-purpose facilities plus new classrooms to replace the schools presently in use.

NIKOLAI
Probably the most disappointment with the delays has been felt in Nikolai. Since February, the residents have looked at an apparently completed gym but have not been able to use it. By District contract, Circle Construction must return to adjust exit doors, re-set the nails in the gym floor, level the floor and install a computer check module in the fire alarm system.

The overall cost of the Nikolai project will be \$566,495. This also includes the purchase of what was formerly a Public Health Service built facility and installation of a forced air furnace in that building.

Included in school construction funds by State law are monies for installation of permanent art work in the new facilities. **The Nikolai CSC approved commissioning J. Van Zyle who is famous for his Iditarod Race paintings to do a mural. While doing the mural, he also coached students on art pieces**

which they did for the new building.

ANVIK
The Anvik school will cost \$1,802,917. By choice of Anvik families, the school will be named the Lawton J. Blackwell School in honor of a dedicated teacher who once taught in that village.

Problems which have delayed the completion of the seven classrooms and gym at Anvik were due to severe construction mistakes by the framing sub-contractor. Three months were required for Circle Construction to correct those mistakes.

SHAGELUK
Shageluk's multi-purpose facility construction has apparently been well done under the supervision of an exacting site superintendent. Delays in the delivery of materials accounts for Circle not meeting their own deadline.

The Shageluk project will cost \$919,625.

GRAYLING
Barrie Rempel reports no significant problems at Grayling. That high school, consisting of two classrooms and a multi-purpose room will cost \$881,763.

Although Barrie is confident that the contractors will complete projects by the contract deadline of October 1, he pointed out that ten percent of the construction fee is automatically held back until the job is completely finished.

If the Contractor defaults, or if the time gets too short for completion by the deadline, the District can use that money to complete projects with another contractor.

The School District has been deeply involved with construction for all of its four years. This current group of new buildings, costing a total of \$4,170,800, has been the most demanding of Board attention, administration time, and village patience. But, how nice it will be when all is finished - especially for the kids who want to get into those gymnasiums!

RIISING

UTILITY COSTS

CUT EDUCATION

The frantic rise in world oil prices is making a difference in the quality of education in the Bush schools of Alaska. The electronic teaching equipment, lights, water pumps and cleaning tools demand power. All of this power is generated from fuel oil. On top of that, oil-fired furnaces heat the schools.

In Lime Village and Telida the District has its own electrical generators. In the other villages, power is purchased from another supplier.

During 1979-80 School Year, oil and electricity for all schools cost \$202,000. That is equivalent to a cost of \$689 per student! Next year's utility costs are expected to exceed \$300,000 due to the additional school facilities being constructed and the rising oil prices.

It appears that over a two year period of time the cost for oil and electricity will double. This means, money which could otherwise be used for instruction of students will be going to cover utility cost inflation.

In Holy Cross, electricity purchased from AVEC (Alaska Village Electric Co-op) costs from 30 to 50 cents per kilowatt hour, varying from month to month due to a complicated rate formula. In McGrath, the KWH cost has risen from 17 cents to 45 cents in one and one-half years. Oil which is barged to Red Devil, on the Kuskokwim River, then flown to Lime Village and finally dogsledded in drums up the hill to the school, will cost about \$2.25 per gallon or a total of \$17,625 for next year.

Tom Armour, District Business Manager who supplied the cost figures for this article, warned that next year's costs could be much more than the \$300,000 estimate.

The School District is taking steps to reduce its dependency on fuel oil. Energy audits are being made at all schools, electric ranges are being replaced with propane stoves and wood stoves are being installed wherever practical.



Anvik's new school



Nikolai's Multi-Purpose Center

Photo: Tom Armour